



Chinook's Edge School Division

Hazard Assessment
Average Hazard Rating: 17.3 Medium Hazard

School/Worksite: All Schools Staff Group: Educational Assistants			Job/Position Summary: Provide instructional support to teacher as part of a multi-disciplinary team which provides educational and special needs assistance to students. Special needs areas include Kindergarten, Autism, Behaviour Learning; ESL, Multiple, Dependent or Trainable Handicapped, Early Education, Opportunity, Hearing or Visually impaired and Learning disabilities etc.					Updated by: Linden Lonsberry			Updated: April 2020	
Step 1 (1) List types of work and work related activities			Step 2 (2) Identify Existing or Potential Hazard Sources/Types		Step 3 Assess Risk and Prioritize the Hazards			Step 4 Identify and Implement Hazard Controls				
								Engineering (3) Administrative (4) Personal Protective Equipment (5)			Corrective Action	
Type of Work	Related Task/Activities	Environmental Tools/Equipment People Hazard Types Ergonomic, Biological, Psychosocial, Physical, Chemical	A - Frequency of Exposure (6)	B – Hazard Probability (7)	C – Potential Consequence (8)	Risk Level A x B x C	Risk Priority (9)	Summary of Recommended Hazard Controls	In Place		Initial	Date Completed
									Yes	No		
Personal Care to Students (Physical and Medical)	Assist with feeding (includes preparing, heating, washing tube) and personal hygiene – grooming, dressing, washing, tooth brushing	1. Feeding tubes, dishes, snack trays, microwaves.	4	3	1	12	Low	1. Use caution around hot items. Have oven mitts available. Unbreakable dishes are to be used. Trained 1st aider available. Proper disinfection of supplies.				
	Assist with toileting/diapering and laundering of items	2. Strains and sprains from awkward postures while lifting, carrying or supporting students.	3	3	3	27	Med	2. Get help when required. Use mechanical aids if available. Training in proper lifting techniques.				
	Administer medications and first aid	3. Physical injury from being kicked, hit or bitten.	4	3	3	36	Med	3. Anti-bacterial gel available. Two people to handle students if required. Non-violent crisis intervention training.				
	Clean/disinfect desks, chairs, kitchens, dishes, sinks, mats, change tables, toilets, toys etc.	4. Catheters, IV bags, sanitary napkins, diapers, change tables. Exposure to blood/body fluids.	4	3	2	24	Med	4. CESD policy EBB on handling body fluids is to be adhered to. Ensure proper hand washing; Semi-annual review of best practices. Anti-bacterial gel available.				
	Perform lift and transfer activities to assist in transporting, toileting and dressing	5. Breathing apparatus; oxygen; needles. Exposure to blood/body fluids. Physical hazards from oxygen cylinders if dropped. Exposure to dangerous medications.	2	2	3	12	Low	5. Two people must sign for medications. Gloves and safety glasses must be available. Disinfecting must be done. Handle and store Oxygen with caution.				
	Assist with physiotherapy exercise and motor skill development (e.g. massage, stretches,											



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	chest percussions)	6. Chemical exposure to disinfectants, deodorizers, oven cleaners, blood/body fluids.	4	2	2	16	Low	6. Properly label and store all containers and have MSDS available. Policy EBB on handling body fluids must be adhered to. Chemical dilution system must be used if available. WHMIS training must be current. Ventilate area as/if required.					
	Translate verbal communications, e.g. sign language, writing												
	Operate specialized equipment												
	Maintain student safety during seizures or negative behaviour patterns	7. Strains/sprains from lifting/carrying desks, tables, chairs.	2	3	3	18	Low	7. CESD safe lifting procedure must be adhered to. Use of mechanical aids such as dollies. Ask for assistance as required.					
		8. Overexertion injuries to back, from lifting, pushing, pulling and twisting activities related to moving students from chair to floor, bed, mats or change tables	3	3	3	27	Med	8. CESD safe lifting procedure must be adhered to. Use of mechanical aids such as dollies. Ask for assistance as required.					
		9. Physical injury from improper maintenance or use of lift, transfer devices, wheel chairs or other devices.	4	3	2	24	Med	9. Ensure proper maintenance of all equipment. Proper training on all lifts and transfer equipment. Proper lock-out of all defective equipment. Use two people where possible.					
		10. Standing, kneeling, sitting. Work on floors/ mats and playground equipment, etc. Potential for physical injury e.g. awkward postures, bruises, lacerations, strains / sprains, back or overexertion injuries.	4	3	2	24	Med	10. Proper lifting techniques. Ask for assistance if required. Adequate training to instruct exercises properly. Proper assignment of staff to student.					
	11. Strain and sprains from repetitive motions, awkward positions	4	1	1	4	Low	11. Stretch or rest as required.						
	12. Time out rooms. Physical injury from getting caught in time out room doors or restraining students and from unpredictable behaviours (bumping, scratching, biting, kicking).	4	3	3	36	Med	12. Non-violent crisis intervention training. Communication devices available. Work in teams. Be pro-active and know your student. Ensure student behaviour traits are recorded.						



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		13. Potential for physical injury, verbal abuse or stress from abusive or violent students or parents (hit, kicked or bitten).	3	2	3	18	Low	13. Stress training, support from admin and peers. Family Wellness worker and Homewood Health available. EAs are not required to liaise with parents.					
Provide support to Students, Teachers, and Parents	Format/prepare classroom resources and activities. Set up/dismantle displays or work areas.	14. Art displays bulletin boards, toys, mats, play equipment and cooking supplies. Use computers, photocopiers, laminators and paper cutters.	4	2	2	16	Low	14. WCB office ergonomic procedure to be followed. Proper training on all equipment. Use mechanical aids as required. Adhere to CESD safe lifting procedures.					
	Assist with implementation of instructional and - Individualized program plans (IPP's) plans/activities.	15. Lifting/carrying materials >35 lbs.	3	2	3	18	Low	15. Adhere to CESD safe lifting procedure. Use mechanical aids such as dollies, and ask for assistance when required.					
	Communicate observations on student progress, health/behaviours; Conduct language testing assessment/screening.	16. Falls from portable ladders or makeshift climbing aids e.g. boxes, chairs, desks.	2	2	3	12	Low	16. Step ladders must be available in all areas of the school. Staff to correct other staff performing unsafe acts.					
	Supervise/assist/ train/ new staff, volunteers, practicum students.	17. Transport bags/boxes of materials from home, personal vehicles storage rooms etc. by hand or using carts.	2	2	3	12	Low	17. Defensive Driving Course if budget permits. CESD safe lifting procedures to be followed. Ask for assistance if/when required.					
	Refer special needs students to community and regulatory resources.	18. Potential for violent encounters with intruders if working alone or in isolated school locations	1	2	3	6	Low	18. If working alone have communications such as a phone, must be available. Adhere to School working alone procedure. Report all suspicious persons to Senior Admin.					
	Supervise students - reading, lunchrooms, outdoor recess; field trips, to and from bus etc.	19. Classrooms, educational software, pet therapy; art/cooking, field trips/outdoors. Computers, log books, student records, charts; student agendas	4	3	2	24	Med	19. Ensure all pets are safe or muzzled when brought into the school. Use all necessary safety procedures. WCB office ergonomics guidelines. Wear proper footwear during all field trips.					
	Order and receive supplies/resources.	20. Physical demands related to prolonged standing/ walking/bending.	3	2	2	12	Low	20. Sit/rest when possible. Ensure you are fit for the situation.					



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		21. Physical injury from sharp edges on furniture, unstable shelves, cabinets, screens, AV equipment etc.	2	2	2	8	Low	21. Report all deficiencies. Store heavy items below waist level. Remove dangerous fixtures to a safe area and do not use while awaiting repair.					
		22. Chemical exposure to chalk dust, solvent markers; whiteboard cleaners and air contaminants/allergens from building materials/occupants cleaning and maintenance/renovation activities (e.g. moulds, cleaning products, perfumes).	4	2	2	16	Low	22. Indoor air quality assessment. Report all sightings of mould. Restrict personal scents at school. Use proper personal protective equipment (e.g. Gloves and glasses) when cleaning.					
		23. Discomfort from uncomfortable temperatures/ humidity; poor lighting/ventilation.	1	1	1	1	Low	23. Report all building issues to Maintenance.					
		24. Potential exposure to communicable diseases (viruses, bacteria, etc.) and contact with pests (e.g. lice, mice, ants, flies).	4	4	3	48	High	24. Annual flu shots. Staff should be made aware of students with communicable diseases. Recommend to parents that sick students stay home.					
		25. Physical injury from slippery floors Trips/falls on extension cords; unstable furniture or materials created by limited storage space/cluttered work areas.	2	2	1	4	Low	25. “Wet floor” signs must be used. Extension cords must not create trip hazards when used. Ensure floor mats are at all doors. Outdoor shoes must be removed during wet or snowy conditions.					
		26. Walking, standing, clean tables, carry garbage bags, microwaves, temperature extremes, sun exposure, insects.	4	2	2	16	Low	26. Sun safety procedures should be used. Wear proper clothing for temperature. Proper lifting procedures to be used. Alternate sitting and standing frequently. Have a trained first aid person and kit available.					
		27. Trips/falls on slippery or uneven surfaces. Fire/explosion hazards from microwave ovens.	4	3	2	24	Med	27. Use proper footwear for conditions. Watch where you walk. Report all unsafe conditions to Administration. Use proper mats at all doorways.					



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		28. Strain or sprain hazard from handling books, teaching aids, medical supplies.	2	3	2	12	Low	28. Use proper lifting techniques. Ask for assistance when required. Use mechanical aids such as dollies to move supplies when required.					
Other	Provide liaison and communication with stakeholders.	29. Stress and potential for violent encounters or verbal abuse from parents, students, teachers, caregivers, consultants, community and regulatory agencies.	1	1	3	3	Low	29. Stress training, support from admin and peers. Family Wellness worker and Homewood Health available. EAs are not required to liaise with parents.					
	Entering or leaving the building.												
	Drive students to appointments or field trips.	30. Potential for violent encounters with people or animals. Slips/falls on snow/ice or uneven surfaces.	3	3	2	18	Low	30. Remove snow daily when required. Use ice melt as required. Ensure communications such as phone or walkie-talkie is taken when on field trips our while outside the school.					
		31. Risk of motor vehicle accident. Physical injury from lifting/transferring students to and from vehicles	2	2	2	8	Low	31. Get assistance as required. Drive according to road & weather conditions permit. Volunteer drivers must adhere to CESD requirements for volunteer drivers. Permission slips for field trips must be signed by parents/guardians. If required use mechanical aids for lifting students.					
		32. Bus fumes – breathing in exhaust fumes when supervising the loading and unloading of students.	4	2	4	32	Med	32. Buses should be shut off while parked at the school.					



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		Step 5: Review/Communicate with affected staff (List staff members)	
		Step 6: Date of review with affected staff members	

¹ **TYPE OF WORK** includes a description of the broad general nature of the work carried out (e.g. office work, classroom preparation, cleaning). The **WORK RELATED ACTIVITIES** would be the specific activities carried out within each type of work starting with an action verb e.g. operating office equipment, using computers, lesson planning, vacuuming floors.

¹ **HAZARDS** can be identified using several methods including personal experience/intuition, physical observations, task/job analysis, or incident investigation.

¹ **Engineering Controls:** Preferred method. Reduces exposure by removing or isolating hazard from worker. E.g. elimination, ventilation, substitution, , redesign, guarding, enclosure, automation, mechanical aids

¹ **Administrative Controls:** Practices that reduce likelihood of exposure by altering the time or way a task is performed e.g. training/education, safe work procedures, purchasing standards, supervision, signage, job rotation/scheduling, housekeeping etc.

¹ **Personal Protective Equipment (PPE):** Not to be used as primary control unless engineering or administrative controls are not feasible. E.g. safety glasses, safety footwear, gloves, respiratory protection, hearing protection

¹ **ASSESS AND PRIORITIZE:** Frequency of Exposure to Hazard: 1= less once/month; 2= at least once/month; 3 = at least once/week; 4= one or more times daily

¹ Hazard Probability: Likelihood hazard will result in an incident causing harm: 1= not likely; 2= Remote- not likely but possible once every 5-20 years; 3= Occasional – likely to happen once every 1-5 years; 4= probable – expected to happen often once/year

¹ Potential Consequence: Severity of loss if hazardous event occurs 1= negligible (no injury, first aid; limited property damage); 2=Marginal (medical aid, minor injury/illness-no lost time); 3= Critical (lost time injury, temporary disability); 4= Catastrophic (serious injury/illness; permanent disability, death, extensive property damage)

¹ Risk Classification: 1-18 = **Low risk** (minimal controls); 19-36 = **Medium Risk**- Take scheduled action to minimize; 40-64= **High Risk** – “Critical Task” Take immediate action to eliminate hazard or reduce degree of risk